

**LOCAL EDUCATION ASSOCIATION OF DISTRICT 300
(LEAD 300)**

**FINAL POSTED OFFER
TO**

CUSD300 BOARD OF EDUCATION

Lead 300 is an organization of professionals committed to providing the best educational opportunities for the students in our communities. We are an organization in which teachers and nurses are dedicated to establishing a professional and safe learning environment which emphasizes creative collaboration among students, teachers, nurses, and community. We work to provide the tools and direction to create the innovators of tomorrow.

Class sizes—To ensure an effective learning environment, students deserve academically appropriate limits on class sizes and total number of students for which any single educator is responsible.

Compensation—To ensure a quality learning environment it is essential to build and retain a quality teaching force which requires competitive compensation.

Learning environment—We strive to provide a safe academic environment for our students and feel that the staff deserve a safe working environment.

Past concessions—LEAD has worked with the district for several years to help balance the budget. Below are multiple concessions that LEAD members have agreed to in the past years:

- Taken freezes on salaries for two years (which has made us even less competitive with neighboring districts, consequently we trained and lost teachers to those districts)
- Worked actively with the district, making concessions to keep the district's PPO insurance costs under a 4.2% increase, while costs have increased nationally more than 12%, over the last 10 years.
- We have offered a fiscally responsible contract that our school district can afford without raising taxes and that allows us to lower class sizes to a reasonable level and compensate educators competitively.
- In addition, the district released 117 teachers at the end of the 2009-10 school year saving the district over 6 million dollars resulting in higher class sizes to unacceptable levels.

Class Size Proposal

As reported on the ISBE website, class sizes at all levels in Community Unit School District 300, are among the highest in the area. LEAD 300 has proposed the following guidelines to lower and balance individual class sizes across all levels:

Preschool: 20 students with a maximum of 40 per week based upon a 5 day program for new enrollees
Elementary school: K-2 roll number of 29 students
3-5 roll number of 32 students
Middle school: average class of 29 students, up to 174 students per day
High school: cap classes at 30 students; teachers will teach 5 classes in a 9 period day
Elementary Specials: 1450 student contact minutes per week

Rationale

The BOE and LEAD 300 understand best practices regarding class size and the direct impact these practices have on education. LEAD believes that current class sizes are too large for optimal learning environment and student safety. Research shows that lower class sizes and lower teacher stress levels correlate to better learning environments for students. In our current contract there are no roll numbers or caps for grades K-12. Preschool class sizes were never addressed in the contract. Middle school teachers could have 31 students per class, up to 186 per day. High school was configured on the old block schedule with up to 93 students and 285 minutes of contact time.

Preschool: establish a 5 day program with a cap of 20 students in AM and 20 in PM

Currently students can attend either 2 days per week, 3 days per week or 5 days per week. On any given week, a teacher could have as many as 80 students with this type of configuration. By changing to a 5 day program with a cap of 20, this will improve class management, assessments, meeting students' needs for differentiated instruction, and time to meet the emotional and social needs of students.

Elementary: establish roll number of 29 for K-2 and 32 for 3-5 which could be achieved by adding 12 teachers

The decrease in class size at the elementary level will improve class management, test scores, meeting students' needs for differentiated instruction, and time to meet the emotional and social needs of students.

Middle School: establish average class size of 29 students up to 174 students per day which could be achieved by adding approximately 8 teachers

The decrease in class size at the middle level will improve class management, test scores, meeting students' needs for differentiated instruction, and time to meet the emotional and social needs of students.

High School: establish class sizes of 30 students per class with teachers teaching 5 classes per day which could be achieved by adding 14.8 teachers.

This would equalize the working conditions of teachers in district 300 with others across the state. It eliminates the overloading of certain teachers so that they have the time to work with students individually and to help students outside of class. It allows for teachers to differentiate instruction to meet all students' needs appropriately. Overall, teachers will work with approximately 150 students rather than the current number of 180. Teaching 5 classes reduces the number of preps and allows teachers to focus on purposeful planning and instruction of the content and delivery in their subject area.

We want to establish class caps in the contract because of the inequity of the class sizes in the past. This would help decrease overload payments. It is to give us a contractual guarantee that the district will follow through on the promise that they gave to the students and community of District 300 from the last referendum in March 2006.

Elementary Specials Contact Time: establish contact minutes of 1450 per week

Elementary specials teach more students and minutes per day than middle and high school teachers. More than half of the elementary music and PE teachers are assigned to two or more schools. Those who are assigned to multiple buildings are responsible for one entire building and a portion of another. Music teachers need time to research and obtain the necessary music, materials, and to create and plan for the music productions. PE teachers need time to manage the demands with the new district initiative (Fitnessgram), which requires them to test all students and enter the data at school. This is extremely difficult in managing relationships with students, parents, staff, and the facilities. Currently the elementary assignments are inequitable in the amount of time they teach. If the job assignments were scheduled equitably and accurately, the contact minutes of 1450 minutes per week would be at no additional cost to the district.

Cost

Additional teachers elementary: 12 @ \$52,000 = \$624,000

Additional teachers at middle school: 8 @ \$52,000 = \$416,000

Additional teachers at High school: 14.8 @ \$52,000 = \$ 769,600

Savings

Approximately \$200,000 in decreased overload expense

SALARY- Proposal

LEAD 300 has proposed the following salary schedule to the collective bargaining agreement:

Year 1 (2012-2013) – Step + 2.25%

Year 2 (2013-2014) – Step + 2.45%

Year 3 (2014-2015) – Step + 2.70%

Rationale

According to the Boards Strategic Plan goal for Human Resources (May 29, 2007), the strategic initiative to *employ and retain the highest caliber faculty, staff, and administration*, LEAD 300 is concerned with the ability to employ and retain said personnel as a direct result of our current and historical salary schedule. LEAD 300 suggests the aforementioned salary proposal will assist in the ability to both attract and retain the highest caliber of faculty. D300 salary schedules are among the lowest in the area based upon average salary as reported to the State Board of Education (Interactive Report Card). The proposal will continue to allow the Board to maintain a healthy reserve fund. Currently, as reported in the August 2012 Board treasurers report, D300 has, in investments, \$58,169,729.03. The annual fund balance was expected to drop to \$9 million at the end of the 2010/2011 school year but ended in a \$12 million surplus and 2011/2012 ended in a \$16 million surplus. At this time, we believe the usage of these funds would allow our schools to be staffed at appropriate levels, retain our talented faculty and attract high quality professionals to our district. In the Spring of 2010, the Board released 117 teachers, thus creating larger class sizes, increased workload, fewer programs offered (due to programmatic cuts) and fewer related services personnel to address social/emotional needs of our students, and realized a cost savings of \$3.48 million. In spring 2011, LEAD 300 took a salary freeze, absorbed insurance premium increases, and performed extra pay duties at lower hourly wages (lunch and bus supervision cut to \$9.00 an hour from \$32 an hour) in an effort to help maintain a balanced budget.

In addition, non-certified nurses joined LEAD in 2010. In our proposal we have created a salary schedule for the nurses for several reasons. One is to establish a starting rate for new hires. Currently, new nurses are being compensated at a higher or equal hourly rate of pay than nurses who have been in the district for several years. The step schedule is also consistent with the rest of the bargaining unit which has been in existent for years and provides compensation to help attract and retain quality nurses.

Cost

The cost of this proposal is broken down by year and accounts for all teachers retiring during the life of this collective bargaining agreement:

Overall costs for three years: \$6,420,193

Year 1 (2012-2013) - \$3,093,365

Year 2 (2013-2014) – minus (\$1,066,523) due to retirements

Year 3 (2014-2015) - \$4,393,351

.....

Retirement Proposal

Members of the bargaining unit who have served a minimum of ten (10) years in the District and are eligible for regular retirement, who present the District with a letter of retirement four (4) years prior to the first day of March of their final year of active service, shall be removed from the salary schedule and paid in accordance with the formula set forth below. Employees shall receive an increase equal to four percent (4%) (compounded) of the teacher's TRS creditable earnings for the previous school year for a maximum of four years. This is a decrease of two percent (2%) from the current benefit. For the 2012/2013 school year only, eligible teachers who submit a letter of retirement by February 1, 2013 will receive the regular retirement incentive as outlined in the 2011/2012 LEAD contract Article XVII, section B.

Rationale

This allows for the district to have a 2% cushion to avoid TRS fines for going over the 6% TRS limit as well saving the district over \$20,000 per retiree. It allows the district to plan for staffing needs as well as budget for the changeover savings the district realize as staff retire and new staff are hired. It also provides an incentive for staff to stay until they are eligible for regular retirement, saving the district the costly ERO fines which can rise to \$250,000 per person. By eliminating this incentive the district will have no way to control these fines and may end up spending more on penalties than they will on the benefit itself.

Cost Savings

\$20,000 per retiree and protect the district from TRS fines.

Insurance Proposal

LEAD accepts the district proposal.

Rationale

LEAD has agreed to the district's proposal to reopen the Employees' insurance plans if the overall cost increase of the health insurance raises above 14%. Industry trend is 15%. The cost of providing benefits to your employees should allow for some movement above industry trend. The employees gave the district almost a million dollars in insurance concessions for last year's contract. The insurance concessions to the district for the prior contract bargain allowed the district to see zero percent increases to their costs during the first three years of that contract. With LEAD's involvement, the overall increase in district insurance costs have already been kept under 5% over the last 10 years due to reductions in coverage and cuts in the plan. The deductibles and copays as well as the current benefits, leave the insurance in District 300 as a very lean plan and yet LEAD is still willing to address the district's concern.

Cost Savings

This will be a savings for the district

Appendix D EXTRA PAY FOR EXTRA WORK

Philosophy: Research has shown that lower class sizes afford an optimal student learning environment. Lower class sizes afford adequate contact between student and teacher; encourage active student learning and participation; allow prompt feedback from teacher to students; respect diverse talents and individual student needs; communicate and require high expectations. Overload pay for teachers is a deterrent for large class sizes as well as a means of checks and balances against creating and perpetuating an unfavorable educational setting.

EXCESS LOAD MATRIX Proposal

Certified staff will receive overload payment by level, per student per quarter in excess of the number of students as indicated below:

	Level	Overload payment occurs in excess of the number of students	Overload payment: Per student, per quarter (9 weeks)
Pre-K		Over 40 different Children Per week	\$390
Elementary- A general education teacher in a room containing in excess of 29 pupils shall receive compensation per excess student.	Kindergarten AM/PM	29	\$195
	K-5	29	\$390
Elementary Specials	K-5, Music and PE	Per student per class over 29	\$17
	Media	Per student per class over 29	\$8.50
Middle School	6-8	Per load over 186-or difference of highest to lowest class over 3	\$65
	6-8 Vocal	190	\$65

	Level	Overload payment occurs in excess of the number of students	Overload payment: Per student, per quarter (9 weeks)
	Music		
	6-8 Band	150	\$65
	6-8 Orchestra	125	\$65
	6-8 PE	Per load over 210-or difference of highest to lowest class over 3	\$65
	6-8 Counselors	650	\$24
High School	9-12	per classroom assignment 30	\$65
	9-12 Vocal Music	190	\$130
	9-12 Band	150	\$130
	9-12 Orchestra	125	\$130
	9-12 PE	per classroom assignment 45	\$65
	9-12 Counselors	350	\$45

Lab Based Classes

The number of students in a lab-based classroom shall not exceed the number of stations that fit safely in the lab space.

Rationale

LEAD feels that having a class size larger than what is proposed is detrimental to the learning environment. Having more students in the classroom increases teacher time for grading assignments, prepping for classes, and lacks individual student instruction (less time for student learning differentiation in the classroom), and greatly affects the overall safety of the students in the classroom. In addition, there are several lab based classes that currently have more students in the classroom than the numbers of stations available. This is not educationally sound practices but is also a major safety issue.

Cost

This cost is dependent upon the administration adhering to the parameters as outlined in Article VIII, Section E. Should they adhere to the class size, there would not be any additional costs and would see a savings of overload payments.

Extra Pay Increases

Year 1 (2012-2013) – 2%

Year 2 (2013-2014) – 1%

Year 3 (2014-2015) – 1%

Rationale

Extra pay amounts have not increased in several years and in fact in the last contract extra pay for lunchroom supervision and bus duty was decreased from \$32/hour to \$9/hour. The increases are modest increases that do not have a large impact on the budget.

Cost

Estimate the cost to be \$50,000.

National Certification Proposal

The Board requested concessions from LEAD on the National Board Certification. LEAD proposes to decrease the stipend by 2% when a member of the bargaining unit achieves the status of certification under the National Board for Professional Teaching Standards.

National Certification -	Prior to July 1, 2013 5% of Step (currently at 7% of step)
	After July 1, 2013 \$3,500 per year

Rationale

National Board Certification is an advanced teaching credential that is part of a voluntary assessment program designed to recognize effective and accomplished teachers who meet the high standards of instruction. Again, in order to assist the district with cost savings measures, we proposed to reduce this incentive by 2%.

Cost Savings

Approximately **\$433,700**

Art Show Exhibit Stipend Proposal

Board presented in it's final offer, incorporating a Letter of Agreement that expired. LEAD agrees with Boards proposal which reduces the stipend and the required exhibits by 1/3.

Rationale

For the 2011-2012 school year, the Board eliminated this activity and stipend for one year. LEAD then presented a Letter of Agreement to the Board to bring back, for 2/3, the Art Show Stipend. Without the stipend, the district would not be represented in high school conference shows and expos which limit the students' experiences which could reduce possible scholarships. Therefore, LEAD agrees with this incorporating into the contract rather than eliminating these experiences for students.

Cost Savings

Result is a savings of **\$3300** per year and 1 less opportunity for students to showcase their Art work.

Evaluation and Reduction In Force Proposal

We are in agreement with the majority of the evaluation and RIF board proposals. The differences outstanding are that the nurse's evaluation system should be handled through the evaluation committee as they are part of the bargaining unit. For reductions in force we are requesting that members who fall within group 2 have recall rights as well as the nurses.

Rationale

The nurses are part of the bargaining unit and should be treated as such. They should be part of the larger evaluation committee and should have input on their evaluation system as the teachers do. Also in terms of reduction in force, we feel that members who fall within group 2 should be afforded recall rights, especially if they arrived there do to situations such as their first time as a needs improvement on their evaluation and/or change in position, building and/or grade level that required retraining.

Costs

\$0

Special Education Proposal

Proposal reflects changes in state and federal special education regulations, policies and procedures. LEAD proposed an increase in compliance days from three (3) to eight (8) days. The proposal also addresses mandatory training and Medicaid billing.

Rationale

Proposal was updated to reflect current practices and comply with state and federal regulations. In addition, five additional compliance days were added to pre-K, elementary, middle school and Oakridge. These days will assist members in complying with the new regulations and increased workload, as a result of the district eliminating Special Ed Facilitators. The work load did not get shifted to the new administrative positions but to special education case managers.

Case managers spend hours and hours preparing mandated paperwork for current students receiving special education services. This paperwork includes extensive documentation for eligibility reviews, annual reviews, updating progress on student goals, collecting and documenting data for extended school year needs at several points during the school year. Case manager roles are changing and the expectations now include documenting and collecting data for general education students receiving interventions through the Response to Intervention model. Also, adding an additional 5 (currently receive 3 days per year) compliance assurance days attempts to equalize the daily additional plan period that the district implemented for the case managers at the high school level at the start of the 2012-2013 school year.

Cost Savings

(\$978,000) - Due to the elimination of 13 LEAD positions at an average of \$80,000 to administration plus loss of 15 additional extra pay days and added costs of five (5) compliance days of \$62,000.

ARRIVAL AND DEPARTURE TIME PROPOSAL

LEAD 300 has proposed flexibility regarding arrival and departure time to the collective bargaining agreement.

Rationale

Both LEAD 300 and the Board recognize the increasing needs of our students, families, and staff members to provide optimal learning environments and communication with families and colleagues. LEAD 300 propose a flexible arrival and departure time as a way for members to

utilize their time where it best meets the changing needs of our students and professional responsibilities.

Cost

\$0.

PLAN TIME PROPOSAL

Elementary general education teachers shall be scheduled for 150 minutes of individual plan time a week to use for preparation and planning. Administration will make a good faith effort to schedule so that teachers will receive thirty (30) consecutive minutes a day of plan time between the time students are to be in class and the time students are excused at the attendance center; and/or during any time his/her classes are receiving instruction from teaching specialists such as music, physical education, art, or other special classes or as determined through the site-based decision making processes. The district staffing committee will annually review schedules in order to minimize situations that do not meet these guidelines.

Rationale

Plan time is a critical time in which teachers are allowed to focus on the grading, assessing, planning and preparing for quality instruction. Frequently, in elementary schools, members are not afforded daily plan time, nor are they afforded the entirety of their contractual 150 minutes per week. Our proposal would require scheduling which allows general education teachers 30 consecutive minutes, per day, of uninterrupted plan time. Plan time for both middle and high school members will remain as is.

Cost

\$0.

Faculty and Department Meetings

Proposal is to provide consistency on faculty and department meetings as to length and time.

Rationale

Limit the number of meetings so that teachers can focus on instructional duties.

Cost

\$0

BULLYING LANGUAGE

LEAD proposed language to address the concerns regarding Workplace Bullying. The Board counter proposed that a task force be created composed of the Board of President, Associate Superintendent and two members chosen by LEAD to draft a Board policy on bullying. This policy will not be subject to the parties' grievance procedure.

Rationale

Workplace bullying has increased in the last several years. Several employees of the district have been subject to intimidation, humiliation and hostility within their work environment. Teachers have left the district due to the lack of policies and procedures to address such concerns. LEAD 300 recognizes and is concerned about the inappropriate behavior and treatment towards its members as it impacts the students learning environment. LEAD agrees to the Board's counter proposal on bullying. However, to ensure a checks and balances of the Board policy and its fair execution, LEAD 300 is requesting the procedure/process be grievable which is consistent with all other board policies.

Cost

\$0
